

AS/A Level Applied Information and Communication Technology 9713

Unit 10: Document and Presentation Production

Recommended Prior Knowledge

Students will require a basic knowledge of and some practical skills in document production using both word processing and desktop publishing packages. Students will also need a basic knowledge of and some practical skills in the development of multi-media presentations using presentation authoring software for a variety of presentation media. In preparation for this module it is recommended that the following topic have been covered:

- loading data from an existing file
- keying in and editing text
- importing an image from an external source
- including information downloaded from the internet
- setting up a page format
- formatting the text
- text alignment and spacing
- error correction
- combining text images and numeric data
- setting up a presentation
- creating presentation pages
- using graphical information within a presentation
- using transitions
- using animation features
- saving and printing a document/presentation

In preparation for this module you could cover the following topics: handling passwords to gain access to the operating system, applications software and data. They will also require a basic knowledge of file management techniques including:

- creating, renaming, deleting and access to directories/folders
- browsing a directory or folder
- creation of different file types

Context

This unit can be studied on its own or in conjunction with other practical units. It is recommended that this unit is completed after Unit 9, so that the practical skills of sending and receiving e-mail messages and file attachments can be used as reinforcement of Unit 9. Likewise, further internet searching can also be incorporated into

this module as additional reinforcement of Unit 9. It is essential that Unit 9 assessment objective b(ii) is covered before starting Unit 10 assessment objective c.

Outline

This unit covers the following areas:

The use of word processing, desktop publishing and presentation authoring software to:

- load and open data from a specified file
- key in text and data, proof reading to ensure that there are no errors
- edit text as specified
- import and place an image or other object from an external data source
- manipulate an image as specified
- evaluate and select information that is relevant and fit for purpose
- create links from documents and slides
- control a document to be edited by multiple users
- create and edit a master document /slide
- create use and apply styles
- create and edit headers and footers
- set breaks and amend document sections
- create and edit tables
- use appropriate software tools to ensure that documents/slides are error free.

Candidates will also need to:

- manually proof read and correct all documents/slides
- understand the need for corporate house styles

AO	Learning outcomes	Suggested Teaching activities	Learning resources
10a(i)	Enter and edit data from different sources	Revision of loading/opening data/document/presentation from a specified file. Ensure that students understand the difference between generic file types and their file extensions and those which are package specific.	A variety of prepared data files of different types including generic file types like .csv, .txt, .rtf, and those with vendor specific extensions for word processed documents (like .doc),

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10a(ii)	Key in text as specified with no errors	<p>Students need to revise and practice entering data with 100% accuracy. A variety of exercises where data in many forms is entered would be useful.</p> <p>Teach the entry of date values (in a variety of formats), the use of special characters, mathematical symbols and accents. Teach the use of superscript and subscript to demonstrate features like some date formats, scientific and mathematical formulae. Teach the addition of comments to a document.</p> <p>Teach the use of auto-text, automated date and time values within the body of a document as well as in a header and/or footer and master slide within a presentation. Students must practise carefully verifying all data entered by carefully checking the data entered with the original data.</p>	<p>desktop publishing documents and presentations</p> <p>A variety of exercises where data is to be entered into new documents/presentations or existing documents/presentations in many forms. These should include text, numbers, dates, special characters, mathematical symbols and accents. Exercises should include superscripting and subscripting text, adding comments to a document, and using auto-text and other automated features like date and time to the body, header/footer and master slide.</p>
10a(iii)	Edit text as specified	<p>Revise the use of GUI features to edit text. Students need to practise highlight, delete, move, cut, copy, paste and use software specific features like drag and drop if available in their software.</p> <p>Students must be fully familiar with the editing features available within their centre.</p>	<p>Exercises to allow students to demonstrate and practice their editing skills.</p>

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10b(i)	Import and place an image or other object as specified from an external source	<p>Revise the importing, placing and manipulation of image/s within a document or presentation using features like text boxes and precision framing to place graphics accurately.</p> <p>Teach the placing of images and other objects from a variety of sources. Ensure that these include text files, tables, graphs and charts, objects (including linked and embedded objects), audio files and video clips.</p>	<p>A variety of prepared images and suitable objects from a variety of sources like clip art, digital sources (camera etc), scanner, files, tables, graphs and charts, audio files, video clips, spreadsheets to embed or link to. Teachers must ensure that the images have a variety of file types and resolutions.</p>
10b(ii)	Manipulate an image as specified	<p>Revision and practice features like moving images within a document, resize image/s, crop image/s, text wrap (around image/s, square, tight, above, below), and maintaining the aspect ratio so that images do not become distorted.</p> <p>Teach image resolution, contrast, brightness and their impact upon the final printed document, and on image/s within a document using features like text boxes and precision framing to place graphics accurately.</p> <p>Practice placing, moving, editing the contrast and brightness of images from a variety of sources. In some software packages this may also include features like opacity in order to produce specified results like watermarks in documents / slides.</p> <p>Teach cropping images as specified to produce a required effect,</p> <p>Manipulate image/s within a document using features like text boxes and precision framing to place graphics accurately.</p> <p>Discuss image resolution and its impact upon the final printed document.</p>	<p>A variety of prepared images from various sources like clip art, digital devices (camera etc) with a variety of file types and resolutions.</p> <p>A variety of prepared images from a variety of sources like clip art, digital sources (camera etc) with a variety of file types and resolutions.</p> <p>A variety of prepared images from a variety of sources like clip art, digital sources (camera etc) with a variety of file types and resolutions.</p> <p>A variety of prepared images from a variety of sources like clip art, digital sources (camera etc) with a variety of file types and resolutions.</p>

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10c	Evaluate and select from the specified information that is fit for a specified purpose, position the relevant information as required	<p>Teach the use of evaluating information sources as identified in Unit 9 – assessment objective 9b(ii) before selecting information to use for any specific purpose.</p> <p>Revise the validity of the data found (from Unit 9, identify clues from the URL and sources identified on the webpage. Identify the author/provider and bibliography within the website.</p> <p>Practise extracting and placing into documents and presentations only relevant information. Take account of bias, currency (how up to date the data is), accuracy, the reliability of the source, the bibliography and identify alternative/conflicting points of view.</p> <p>Use only the information that matches the specified purpose.</p>	<p>Pre-set web pages on the intranet or in printed form which contains:</p> <ul style="list-style-type: none"> • fake material and a fake bibliography. The fake bibliography should give the students clues to the lack of validity of the data • bias • mis-information • conflicting points of view • inaccuracy • current material • out of date material <p>The fake data must include extracts of text, graphic images, table of data, graphs and charts, audio files and video clips.</p>
10d(i)	Create a link from the document or slide	<p>Discuss the function of an electronic document, and that electronic documents do not just refer to web pages.</p> <p>Other forms of electronic documents include the use of hyperlinks within a word processor, desktop publisher, database, presentation authoring package and many other types of package in order to access other resources (usually internet or intranet based).</p> <p>Teach the creation of hyperlinks within a word processed document to a specified webpage or to another document stored locally or globally.</p>	<p>A number of word processed documents that can be used to create hyperlinks to a variety of external</p>

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		<p>Ensure that students can practice creating these links.</p> <p>Teach how to link to other slides within a presentation and to documents etc from within a presentation. Ensure that students can practice creating these links.</p>	<p>documents and sites.</p> <p>A presentation containing a number of slides that can be used to create hyperlinks to other slides and to a variety of external documents and websites.</p>
10d(ii)	Control a document to be edited by multiple users.	<p>Teach the concept of multiple workers creating and editing a single document.</p> <p>Ensure the students have a clear understanding of ownership of the document (and who co-ordinates the document through the development process), who is assigned to make which editorial changes at each stage and who has the final editorial role.</p> <p>Ensure that students have an understanding of the management of document version numbers which follow a systematic and pre-determined format.</p> <p>Teach how to protect a document from being edited (where the document is a form that has to be completed), to allow users to respond to questions but not change the original document.</p> <p>Teach the use of the tracking/reviewing toolbar within the word processor. Allow students to observe the changes made by you and others to the document, and decide on the changes to allow/accept and those to reject/discard. Understand the need to regularly reduce the number of recent and undecided changes in order to reduce file sizes, yet to allow others to observe who has suggested changes and what these suggestions are. Teach the use of inserting and removing comments from different users of the document. Teach the use of</p>	<p>Show examples of a multiple user document with a variety of sequential version numbers and with annotations (comments and notes, visible within the versions of a document).</p> <p>Prepare a number of word processed documents for students to protect for editing.</p> <p>Supporting files - Resource 10d(ii)</p> <p>Prepare a number of word processed documents containing changes from different people. These can be used for students to add their comments, bookmarks, and footnotes as well as making changes to the document and allowing and rejecting a variety of changes for different reasons.</p>

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		<p>footnotes and bookmarks and their respective uses.</p> <p>Teach comparing of documents, including the merging of different parts of different versions of the same document, where simultaneous versions have been submitted by different reviewers.</p>	<p>Exercises in merging sections from different versions of the same document.</p>
10e(i)	Create and edit a master document / master slide	<p>Teach the creation of a master documents and slides for use in a word processor (may be called a document template in some packages), desktop publisher and presentation authoring package.</p> <p>Determine the size and orientation of the document/slide so that it matches the purpose of the document/presentation.</p> <p>Create and use styles that are appropriate to this document/presentation (including the setting of slide backgrounds and slide colour schemes) to produce appropriate and consistent slides within a presentation.</p> <p>Demonstration and practice at setting these page sizes and orientations to obtain different document/slide formats.</p> <p>Revise the setting of margins for the top, bottom, left and right of the document using a variety of measures. Teach the setting and use of a gutter in the production of books and booklets.</p> <p>Teach how to insert columns and remove columns, as well as how to manipulate text within columns using column, section and page breaks.</p> <p>This should also include setting columns with the same column widths, different column widths and specified spacing and features (for example lines) between the columns.</p> <p>Revise the use of colour schemes, placing of images including logos on the master slide and audience and presenter notes when developing presentations.</p>	<p>Prepare a number of word processed documents in both portrait and landscape for students to apply and manipulate a variety of column settings.</p> <p>Prepare presentations to have audience notes and presenter notes added as specified.</p>

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10e(ii)	Create and use styles to a given specification	<p>Teach the use of standard text formatting techniques to set pre determined styles which can be easily applied to documents/slides in order to give a corporate house-style.</p> <p>This will include setting the font face (using either a serif or sans-serif font), the point size, font enhancements (like bold, italic, underscore and highlighting) and text alignment (including left, right, centre aligned or fully justified and setting indented paragraphs, hanging paragraphs).</p> <p>Line spacing and paragraph spacing should also be set and applied (for example single line spacing, 1.5, double, exactly set to..., at least..., multiple lines). These must be set in the stylesheet to apply between lines and before and after paragraphs and headings.</p> <p>Other controllable text or layout features like hyphenation, tabulation and indentation should also be taught. Applications of styles for different styles within a page or slide should also be revised, like setting different styles for headings, subheadings and for bulleted lists.</p> <p>Discuss the impact of a variety of styles on a document, and how the careful selection of styles can be used to give a document or slide a particular 'feel' or emphasis.</p>	<p>Prepare a number of word processed documents and presentations for students to apply and edit a variety of different styles.</p> <p>Prepare a number of word processed documents and presentations using a variety of styles on the same document in order for students to comment upon their first impressions (prior to reading the content).</p>
10e(iii)	Create and edit headers and footers as specified	<p>Revise the creation and editing of headers and footers to enable automated features like page numbering, file information, author name, date etc.</p> <p>Enable students to move these items and set tab stops to ensure that alignment of these items is consistent with the column and/or margin settings of the page layout.</p>	<p>Prepare a word processed document with split orientation for students to add and amend headers and footers.</p>

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10e(iv)	Set breaks and amend document sections as specified	<p>Determine where breaks (including page breaks, section breaks and column breaks) are necessary within a document, so that there are no widows, orphans, split bulleted lists, split tables or graphics which lie outside the column and/or margin settings.</p> <p>Insert and remove breaks within the page/s in order to appropriately format pages.</p> <p>Teach the need to amend headers and footers after the insertion of some breaks, including page breaks and section breaks (particularly where the page orientation, margins or other layout has been changed).</p>	<p>Prepare a word processed document for insertion of a variety of breaks (with split orientation) for students to insert and amend the breaks for columns, pages and sections and to therefore amend settings for the headers and footers.</p>
10f(i)	Understand the need for corporate house styles and apply these as specified.	<p>Deliver an understanding of the need for corporate house styles and the need to apply these to all corporate material including documents and presentations. Show examples of local corporate house styles and how they are applied.</p>	<p>Paper based and web based evidence of corporate house styles, with reference colour schemes, fonts etc.</p> <p>Ideal examples can be found in local government documents, national government documents and websites, large corporations, local business, examination awarding bodies, schools, hospital/s trusts</p> <p>Locate suitable websites which show corporate house styles using examples like:</p> <p>http://www.cie.org.uk http://www.ocr.org.uk http://www.hmrc.gov.uk/ http://www.natwest.com/ http://www.dhl.com http://www.essexrivers.nhs.uk/ www.colchester.gov.uk</p>

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10f(ii)	Create and edit tables as specified	<p>Revise the creation of tables with specified numbers of rows and columns.</p> <p>Revise the editing of tables by inserting and deleting rows and columns.</p> <p>Revise the formatting of the cells and contents of the cells within tables. Ensure that the house style is applied to every element of the tables.</p>	<p>Prepare documents to which tables could be added.</p> <p>Prepare documents with tables which could be edited.</p> <p>Prepare documents with tables which could be edited.</p>
10g(i)	Manually proof-read and correct all documents/slides.	<p>Develop students' proof reading techniques, showing annotations to use and stressing the importance of accurate text entry.</p> <p>Teach students to check work carefully for consistent line spacing, consistent character spacing, repagination, removing blank pages, checking for widows/orphans, split tables/ lists and specified orientation.</p> <p>Students must also check that the text is fit for (including appropriate) for its purpose.</p>	<p>Documents to proof read containing a variety of carefully selected errors. Develop a simplified proof reading annotation reference card for students.</p>
10g(ii)	Use appropriate software tools to ensure that the documents / slides are error free.	<p>Understand the use and limitations of spell-check and grammar check facilities. Teach and practise the use spell check and grammar check facilities to correct text.</p> <p>Understand the differences between using different dictionaries in the same language (for example UK English with US English) and the problems that these can cause.</p>	<p>Sample text files requiring proof reading and grammar checking.</p>